DOCUMENT RESUME

ED 154 955 RC 010 490

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TITLE Native American Career Education.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE 30 Mar 78
NOTE 18p.; Appendix A will not reproduce well due to small print size of original document; Paper presented at the Annual Meeting of the American Eudcational Research Association (Toronto, Canada, March 30, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *American Indians; Career Awareness; *Career Education; Career Exploration; *Cultural Context; *Curriculum Development; *Instructional Materials; Junior High Schools; *Junior High School Students; Occupational Choice; Self Actualization; Teacher Education
IDENTIFIERS *Native Americans

ABSTRACT

Conducted during 1974-76, the Native American Career Education project produced 12 culturally appropriate instructional units in career awareness, orientation, and exploration, a curriculum guide, and a state-of-the-art study, all designed to introduce Native students (grades 7-9) to a broad spectrum of occupations in order to develop increased self-awareness, an awareness of the world of work and careers, and the knowledge to make rational choices among careers based on individual interests. The mixed Indian/non-Indian staff was guided by an advisory committee of Indian educators. After surveying career education content, methods, and curricula for Indian students, and gathering information on needs, a goal map was developed to serve as a basis for instructional design. Units were field tested on more than 500 students in urban, semi-rural, rural, and boarding school settings and evaluated by the National Indian Training and Research Center before being revised. The project's real significance lay in its potential as a model for future development of comprehensive career education programs responsive to the specific cultural and economic needs of Indian tribes and communities. Among other conclusions drawn were: materials written for Indian junior high students should require no more than mid-elementary level language skills; materials should be relevant or adaptable to students' tribal cultures; the program can be implemented in various settings; the program addresses a curriculum area which has not been previously covered. (BRDR/NQ)

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NATIVE AMERICAN CAREER EDUCATION

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Paper presented at the

1978 Annual Meeting of

The American Educational Research Association
Section 25.19

March 30th, 1978
Toronto, Canada

RC010490

ABSTRACT

The Native American Career Education project was conducted during 1974-76 by Far West Laboratory under a grant from USOE. It produced twelve culturally appropriate instructional units in career awareness, orientation, and exploration for Indian students in grades 7, 8, and 9, a curriculum guide, and a state of the art study. The mixed Indian/non-Indian staff was guided by an advisory committee of Indian educators.

After surveying career education content, methods, and curricula for Indian students, and gathering information on needs, the project developed a goal map to serve as a basis for instructional design. Units were field tested in a variety of settings and evaluated by the National Indian Training and Research Center before being revised.

Career Education is important to many Indian schools and tribes, and could play a significant role in Indian economic development. Materials should be appropriate to students' tribal and geographical settings, but a multi-cultural approach should be available for use in ethnically mixed classes. Teacher training should also be provided.

NATIVE AMERICAN CAREER EDUCATION

This paper will discuss the need for career education for Native American youth; the history of the Native American Career Education project conducted by Far West Laboratory, and its physical and methodological outcomes; and the project's implications for further development in this area.

Career Education for Native Americans-- a Need Whose Time Has Come

In the long history of legal interaction between the U.S. Government and Indian tribes, the tribes have consistently requested that education for their children be part of the recompense for loss of their land. They have asked not for education that will turn their children into white men, but education to give them the tools to survive in the white man's world. Preparing people for economic survival is the goal of career education.

Well into the present century, Indian education was dominated by...

> ...rural vocational training unrelated to employment on the reservations or in the cities, and purposeful separation of the children from home and family.*

This approach produced men and women who were prepared neither for life on the reservation or off of it. Those who succeeded in acculturating did so at the high psychological cost of denying their Indian heritage. Only in recent years has the dominant culture begun to recognize the strength and value of that heritage, and only recently have those involved in the education of Indians been willing to ask Indian tribes and communities what they believe Indian education should be.

There are two main problems with most curricula available for use by Indian students-- they lack cultural and socio-economic relevance. Indian students are

* McKinley, Nimnicht, Bayne, Who Should Control Indian Education? Berkeley, CA: Far West Laboratory for Educational Research and Development (1970), p. 7.

understandably unwilling or unable to learn from materials which deny their existence or worth. Too often, they are caught between two cultures and are unable to profit from a curriculum designed for non-Indians. As a result they conclude that they are at fault, or begin to accept the stereotypes of the non-Indian majority.

The socio-economic needs of Indian communities can perhaps be best described by quoting the policy statement prepared by the Native American Career Education project's Indian Education Advisory Committee:

> ...the needs of the Native American communities differ greatly from the greater American society, language, and cultural beliefs. Governmental systems are separate and different from surrounding states and the non-Indian community. Conditions in Indian communities and reservations might best be identified as comparable to conditions in many underdeveloped countries. These countries, as do Indian communities, have many common problems such as high illiteracy, health problems which result in short life spans, high unemployment, and lack of economic development to support the livelihood of the people. In these countries, as in Indian communities, the problem is not due to a lack of natural resources, but to a lack of meaningful development of human resources in order to begin the process of economic development. Many Tribal groups have realized the need to develop long-range economic plans that will lead toward self-determination and independence, but there is now a need to identify the various professions, skills and trades that will be needed to fulfill the long-range economic plans of the Tribal groups or to accomodate the economic trends of Indian communities.*

Indian communities are taking an increasingly active role in the education of their children. Tribal governments and urban Indian centers have established educational programs and developed bicultural (and sometimes bilingual) curricula designed to meet their children's needs. But there has been little development in an area identified as being of overwhelming importance by both Indian parents and students-- career education.

The Navajo tribe has recently completed a needs assessment of its people

* Indian Education Advisory Committee, December 11, 1974

in which preparation for jobs was identified as a primary goal. Similar studies have been conducted by other tribes. Schools are trying to respond to this need by instituting career education programs, but they are often hampered by a lack of materials, or more specifically, by lack of materials which will be meaningful to their students.

Few career education programs or materials have been designed for American Indians. Of those that exist, some, such as the ones at Haskell Indian Junior College or Southwest Indian Polytechnic Institute, are aimed at post-secondary or adult students. Others, such as the Hopi Health Careers Program, were developed for one tribe, or present single career areas, such as the Navajo Forest Industries and Woods Operations slide-tapes developed by the Apache-Navajo Career Education Resources Center. Little guidance on how to integrate career education materials into an Indian school is available.

Obviously, there is a need for career education materials at all levels.

The Native American Career Education Project-- a Brief History

Far West Laboratory for Educational Research and Development attempted to make a start at meeting this need with the Native American Career Education project. This project was funded by the Bureau of Occupational and Vocational Education (USOE) to design, develop, and test a program of study for American Indian youth, grades 7 to 9, that would integrate a traditional academic curriculum with career awareness, orientation, and exploration. Native American students would be introduced to a broad spectrum of occupations to help them develop (1) increased self-awareness, (2) an awareness of the world of work and careers, and (3) the knowledge to make rational choices among careers based on individual interests. With such awareness and knowledge, students should be able to plan their own further educational programs and carry out their own career explorations.

The Native American Career Education project was conducted between 1974 and 1977. Activities during the first year included the formation of an Indian Education Advisory Committee (IEAC) and a Technical Advisory Committee (TAP); project planning and design; and the State of the Art study which surveyed available career education programs and materials.

During the second year, information was gathered on needs and resources at the pilot test sites; twelve instructional units were developed; and pilot testing began in schools in California, Arizona, Nevada, and South Dakota. Testing continued during the third year. The units were reviewed by members of the IEAC, the TAP, and the National Indian Training and Research Center (NITRC) which conducted an external evaluation of the program. During the latter part of that year the units were revised on the basis of evaluation results and a curriculum guide was developed for the program as a whole.

The following year saw the writing of the project's final report, planning for the dissemination of the twelve instructional units, and initial distribution and use of the program.

The project officer was Dr. William Berndt, and the principal investigator, Dr. Bela H. Banathy, Director of the Instructional and Training Systems Program at Far West Laboratory. The project director was Donald A. McCabe (Navajo). Other staff members with major responsibilities were Geradine Williams (Tlingit), project coordinator during the first year; Diana P. Studebaker, senior developer; Laird Blackwell, senior evaluator; and Sharon Quickbear (Sioux), project secretary.

The Indian Education Advisory Committee played a major role in guiding policy, providing cultural validation, reviewing materials, and advising on dissemination. Members were: Peter Soto (Cocopa), George Effman (Klamath/Karok), Betty Gress (Mandan/Hidatsa), Joy Hanley (Navajo), Terrance Leonard (Pima/Navajo), Lawrence Snake (Delaware), William Thacker (Paiute), Webster Two Hawk (Rosebud Sioux), Lucille Watahomigie (Hualapai), and George Woodard (Sioux/Menominee).

Results of the Project

The Pilot Test

Native American students are served in a variety of educational settings. For the program's content, approach, and presentation to be relevant and usable, it had to be tested in schools representative of the four main types of setting: urban, semi-rural, rural, and boarding school.

Urban schools at which units were used were Oakland Technical High School in Oakland, California, and the Mesa Unffied School District's summer program (Nesa, Arizona). Semi-rural schools included Ganado and Fort Defiance Junior High Schools, on the Navajo reservation in Arizona. Rural schools involved were Hoopa Elementary School (Hoopa reservation, California), McDermitt Combined School (near the Paiute reservation in northern Nevada), Oraibi Elementary School (Hopi reservation, Arizona), St. Francis Indian School in South Dakota, and the Sacaton Public School on the Gila River reservation in Arizona. The boarding schools represented were the Southwest Indian school in Glendale, a church school, and Phoenix Indian and the Santa Rosa Boarding Schools (both BIA schools), all in Arizona. Over 500 students were involved in different phases of the pilot testing.

Project Outcomes

The physical results of the Native American Career Education project included the following documents: the State of the Art study, A Curriculum Guide, the Final Report, and the twelve instructional units. These were titled: Cooperation, Part Of The Whole World, From Idea to Product, The Community, The Community in Transition, Putting Your Money to Work, Living with the Land, Working for the People, Planning, Putting It All Together, Getting Ready for Jobs, and The Career Fair.

In addition to its program materials, the project evolved concepts and approaches which could serve as a basis for further development and adaptation of the Junior High School units as well as for the creation of a comprehensive career education program serving all educational levels. These concepts and approaches are discussed below. A goal map for Career Awareness, Orientation, and Exploration was also developed, and is attached to this paper as Appendix A.

1. The Learner

Learners are the key entity in any educational program, thus the project's approach entailed accomodating their uniqueness and increasing their motivation by allowing them to pursue their needs and interests at their own pace. Methods suited to learners' tastes and capacities were used, and they were encouraged to plan, carry out and assume responsibility for making decisions about their programs. The task of school staff and resource persons was to support, guide and assist students in planning, achieving, and evaluating their own accomplishments.

2. Levels within Career Education

The Native American Career Education program was based on a system of levels of career development. The first of these, "Awareness" provides information and experience that allow the learner to become more self-aware, more socially aware and more familiar with the world of work and its economic implications. The second level, "Orientation", helps the learner understand his or her own relationship to various career roles and become familiar with labor market conditions, the educational and training requirements for various occupations and occupation clusters, and the economic and personal consequences of following certain career paths. The third, or "Exploration" level, then allows the learner to investigate his or her own place and future as a worker, as a consumer, and as a member of the sociocultural community. A fourth level, "Preparation" consists of training for the chosen job.

3. Unifying concepts

Since cultural relevance is essential in any program aimed at a specific ethnic group, a crucial aspect of the project's approach was the utilization of materials that could provide students with role models or examples from their own tribes. If materials instill or reinforce positive self-image and cultural identity, learners are more likely to be receptive to information about the cultural and environmental forces that make work necessary, and will begin to understand the context within which careers exist.

Wherever possible, career education materials should include illustrations from the students' own tribal cultures and communities. However most Indian schools serve students from more than one tribe or include non-Indian students as well as Native Americans. The career education program must be able to meet the needs of all learners in a way that will be relevant and supportive of mutual appreciation and understanding.

One way to do this is by using a comparative cultures approach. This approach can also enable a teacher from a different tribe or ethnic group to relate to students on equal terms. Briefly, it involves including information on all groups represented in a class in the instruction, and investigating in a value-free context the ways in which different groups have solved similar problems.

Another useful device for presenting information on career clusters is the concept of basic needs. Once students understand that people differ in the ways they meet the needs for food, shelter, protection from danger, and for both physical and intellectual tools, they can see that methods for meeting those needs depend on the physical and psychological environments in which the people live. By linking jobs with the basic needs they meet, the teacher can include a parallel description of the way in which a need was met in a traditional Indian village (or in a medieval European town) and thereby ensure that the

presentation will be culturally relevant and will deal with several alternative lifestyles, from the traditional Indian to a more urbanized, technologically-oriented way of life.

Other basic concepts used throughout the program included those of community, career clusters, and cooperation and management. If learners understand that "community" refers to those groups of people who depend on each other to meet their basic needs and offer psychic and emotional support, they will also understand that though individuals may earn a living as part of the economic community, their work will seem worthwhile only as it relates to their psychic community. This will help learners see how given careers help people meet their needs.

Students also need to know about the relationship between "cooperation", which involves people working together for common or complementary goals, and "management," which involves conscious coordination of their activities so that all the goals will be achieved. In a democratic society, people must learn how to organize, plan, and manage their own activities and resources and cooperate constructively with others. A career education program should therefore give students a chance to practice and develop both cooperation and management skills.

4. Instructional Methods

The approach developed for this project utilized several instructional procedures that were selected for their appropriateness to Native American students, but which have succeeded with other groups as well. These methods include dividing students into work groups of three to six members so that they could help each other and thereby build upon the Native American values of sharing, cooperating, and remaining devoted to the group. The program also stressed flexibility in presentation, so that teachers could select activities, materials, and illustrations to suit their students, and reinforcement and

feedback in the form of review questions and sample answers so that materials would be effective and could be corrected or revised as needed.

Interpretation of Results and Recommendations for Further Development

The following conclusions may be drawn from project research and the pilot tests of the Native American Career Education program conducted by Far West Laboratory and by the National Indian Training and Research Center:

- materials written for Indian Junior High School students should require no more than mid-elementary level language skills;
- materials should include all necessary information and resources;
- materials for Indian students should be relevant to students' tribal cultures (if they were not developed specifically for the tribe or cultural area in which they are being used, teachers should be able to adapt them);
- this program can be very successful when used by teachers who are sympathetic to its goals and instructional approach;
- the program can be implemented in a variety of settings;
- many students have little experience in working in groups, and need help to do so effectively, however the program tends to improve their abilities in this area;
- involvement in this program can give students a new appreciation of their own culture, motivate them to participate in class activities, and broaden their understanding of careers;
- the program addresses a curriculum area which has not been previously covered, and
- the program is likely to appeal to schools looking for career education materials for Indian students.*

Interpretation of the project's research findings and evaluation of its outcomes suggests a number of areas in which continued evaluation, design, development, and dissemination should take place.

* B. Banathy and D. Studebaker, The Native American Career Education Project, A Final Report., San Francisco, CA.: Far West Laboratory for Educational Research and Development (1977), p.50.

Further Field Testing

The project which Far West Laboratory conducted should be considered as an initial research effort coupled with a pilot testing of the program materials. The instructional units that were revised based on the pilot test should now be field tested as a continuation of the research effort.

The program should be tested: (1) to determine the effectiveness of the revisions; (2) to compare its effects when implemented in different ways; (3) to determine the cumulative effects of all twelve units when used over the recommended three year time span; (4) to determine the effectiveness of the program with students from Indian cultural groups not included in the pilot test; and (5) to determine the feasibility of the recommended community involvement procedures.

Teacher Training

During pilot testing it was found that many teachers, even those who proved to have little difficulty in actually using the materials, were originally hesitant and insecure about their ability to deal with them. In some cases this was due to unfamiliarity with career education. In others, non-Indian teachers were diffident about dealing with Indian cultural materials.

For the materials to be successfully implemented into a school's entire curriculum-- involving the cooperation of all teachers rather than just those who are initially most interested-- development of a teacher training program would seem to be a prerequisite.

A Curriculum Delivery System

Analysis and interpretation of the pilot test findings clearly indicate that in all settings the value and effectiveness of the program is enhanced: (1) if the administration of the school involved understands, values, and knows how to support implementation of career education as a content area, and culturally positive curricula for Indian students; (2) if the teachers are

already familiar with basic content and instructional methods appropriate for career education, are comfortable with a bicultural approach to teaching Indian students, and are familiar enough with their students' needs and available educational resources to adapt materials if necessary; and (3) if school personnel have the knowledge and sensitivities needed to involve the Indian community in the program. The project staff discovered that the success of pilot testing in a given school was closely related to administrative support for the program, teacher confidence, and acceptance of the program by the local Indian community.

The need for understanding and support from district and building administrative staff in implementing career education programs (and innovative programs in general) has been noted by many disseminators. Such personnel do not always have the background (or the time) to see how a given program or set of materials could be integrated into their school curriculum. And if they are not supportive, teachers may not take the trouble to investigate new materials, if indeed they ever find out about them at all.

In implementing a Native American career education program, the Indian community cannot be ignored. Not only is its acceptance of the program necessary if it is to be used, but (especially when most of the school staff is non-Indian), the presence of adult Indians can be invaluable in enhancing the credibility of the materials and their meaningfulness to students. However in many areas there is a long history of distrust between parents and school, and both school personnel and community members may need help in learning to work together.

A curriculum delivery system would include materials for training school and community people to implement, adapt, and expand the career education program.

Extension of the Program to Other Grade Levels

One of the most frequent questions school people and members of Indian parent groups asked when first introduced to this program was whether or not similar materials existed for use in elementary and high school, and if not, whether the project staff were planning to develop them. Parents or teachers of students in other grades actively regretted that their children would not be able to benefit from the program. In presenting workshops on career education to various Indian groups the author of this paper has found it necessary to spend much of the time dealing with ways to meet career education needs in the rest of the educational program.

Therefore, although the reasoning which led the project to target its program at the Junior High School remains valid (the fact that there are fewer materials available for this level than any other, and that students this age are at a crucial developmental stage); it is apparent that developing similar materials for use earlier and later in the school curriculum would meet a very real need.

The Native American Career Education program could be extended in three blocks: one consisting of activities for the primary level (grades K-3); one for the intermediate level (grades 4-6); and one for the high school (grades 10, 11, and 12), which might move from career exploration towards experience-based preparation for careers. Ideally, a comprehensive career education curriculum would be developed in cooperation with a tribal or community economic development program.

Dissemination

Sets of the instructional units have been distributed to BIA schools all over the United States. However Indian students are served by state public schools in urban or rural areas, schools run by religious organizations, and

Indian community controlled schools. Career education should be available to students in these schools as well.

In order to guarantee control over the price, availability, and content of program materials and to remain responsive to Native American desires and needs, the project made the decision not to offer its materials to a commercial publisher. Sets of units are now available from Far West Laboratory at a cost sufficient to cover reprinting. No funding has been found to cover publicity or large-scale distribution, however.

Conclusion

Career education has great potential for improving the personal and economic conditions of Indian students. The Native American Career Education project tried to make a beginning in this area by developing curricula for Junior High School students, however the real significance of this project lies in its potential as a model for the development of comprehensive career education programs which will be responsive to the specific cultural and economic needs of Indian tribes and communities.

Appendix A

A Goal Map for Native American Career Education

CURRICULUM MAP

(Level of Detail: Career Education Goals)

PROGRAMS →			AWARENESS PROGRAM			ORIENTATION PROGRAM			EXPLORATION PROGRAM		
CAREER DOMAIN		CAREER AREAS	K KNOWLEDGE	S SKILL	A ATTITUDE	K KNOWLEDGE	S SKILL	A ATTITUDE	K KNOWLEDGE	S SKILL	A ATTITUDE
I SELF DEVELOPMENT	8 7 6 5 4 3 2 1	1 Self-Awareness and Understanding	• understanding of self • understand that work affects one's way of life	• able to identify own individual characteristics	• acceptance of self	• understanding of self in relationship to career roles	• able to interpret the significance of individual characteristics, values, and interest to one's career		• exploration of one's place in life • assessment of self-satisfaction relevant to career choices	• able to test self-concept in the reality of a work setting	
		2 Self-direction and Self-sufficiency	• understand the importance of making one's own career choices			• understand that life involves a series of choices leading to career commitment		• willing to take responsibility for career planning	• understand that decision making procedures can be the establishment of personal goals and the making of career related decisions • acquire knowledge of decision making process	• able to formulate tentative career goals, carry out career planning, and make tentative career choices • able to assess probability to attain goals	• acquire a sense of independence and control of one's own life
II SOCIAL DEVELOPMENT	8 7 6 5 4 3 2 1	1 Social Awareness	• understand that individuals differ in their interest, aptitudes, values, and environments		• acceptance of others	• understand the individual's responsibility towards others, the community, and the society	• able to clarify the individual characteristics of others		• understand the multiple-ability requirement as to members of working groups	• skillful in determining the resources of a group and using such resources	
		2 Social Competence	• understand the significance of competence in group interaction skills			• understand that social and cultural forces influence human development	• acquire a minimal set of group interaction skills	• to value the possession of group (interaction) skills	• understand that learned groups (interaction) skills aid and facilitate work performance and satisfying human interactions	• acquire competence in process (interacting) skills (communication skills, planning, organizing, carrying out tasks, evaluation, etc.) and group problem solving	• willing to make contributions to group efforts and share responsibilities with others in a group
III OCCUPATIONAL DEVELOPMENT	8 7 6 5 4 3 2 1	1 Understanding the World of Work	• understand the relationships of man-life-work/careers • understand that society is dependent upon the productive work of many		• gain an appreciation of the role that work plays in human life and in society • appreciate the value of career information to career education	• become familiar with occupational classifications and clusters • gain in-depth orientation in one self-selected occupational clusters and knowledge of prerequisites of certain careers	• able to classify various occupations • can analyze self-selected occupational clusters in term of opportunities, potential satisfaction, roles, and life-styles	• develop positive values and attitudes toward work that enables one to obtain, hold, and advance in career • appreciate the value of career information in making career related decisions	• understand how work is structured and how power operates within a work organization • acquire knowledge about vocational resources • increase knowledge of occupations and work setting	• Can make a knowledge-based choice of a career cluster • able to function in self-selected work settings • able to implement work plan and monitor progress	
		3 Employment Employability				• understand that individuals can learn to perform adequately in a variety of occupations and environments • acquire knowledge about local labor market conditions • aware of what are skills of employability		• develop attitudes of respect and appreciation towards workers in all fields • to appreciate the significance of acquiring skills of employability	• knowledge or skill of employability required in selected career(s) • acquire knowledge about regional and national labor market conditions	• acquire a basic set of skills of employability	
		2 The Role of Education and Training	• understand that knowledge and skills acquired through education are related to the achievement of career and life goals			• acquire knowledge of educational resources, paths, and options	• able to relate subject matter or content knowledge to career development		• understand the relationship of alternative educational paths to alternative career paths	• can develop an educational plan that matches and supports a certain career desire	
		4 Economic Awareness and Sufficiency	• understand the role of economics in one's life			• understand the influence of economic forces in the community and in the society			• understand the economic implication of various career paths		
IV AVOCATIONAL (LEISURE) DEVELOPMENT		1	• understand the notion that career includes avocation and leisure • know patterns and options of avocation and leisure		• develop interest in ongoing avocational/leisure experiences	• understand that successful avocational and leisure experiences may contribute to satisfaction in life	• acquire introductory skill in certain selected avocational activity(ies)		• understand the relationship between career paths and paths of avocation/leisure	• improve skills in certain selected avocation/leisure activity	